STANDARD OPERATING PROCEDURES (SOP)
FOR
THE COAST GUARD'S TRAINING SYSTEM

Volume 13

Professional Development for Instructors, Instructional Designers, Performance Technologists and Training Managers

Coast Guard Headquarters
Washington, DC
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Section I: Introduction

Introduction   The primary method of improving the performance of our workforce is through learning. Therefore, the competence of the USCG Training System is vital to the transfer of knowledge, skills, attitudes and abilities to the learner. The basis of investment in new learning within and without the training system must focus on impacting performance to achieve results that the organization and our customers value.

All members assigned into the training system are expected to train and teach our future workforce. It is only fitting that we have a standardized professional development program in place to enhance our efforts.

Purpose   This SOP provides guidelines for standardized professional development incorporated at the four major training centers, associated training commands, headquarters (G-WTT) and Performance Technology Center (PTC). It will integrate the best practices being used to create Personal Qualification Standard (PQS) and Job Qualification Requirements (JQR) for the different levels of billets. The requirements, competencies, performance requirements and processes are the minimum. Nothing is this SOP is designed or intended to impede local commands adding to the requirements or procedures based on unique local requirements.

The structure of the program is board-based to ensure an individual from one training command will be recognized as a qualified performance professional upon transfer to another training command.

Background   There are four billets addressed in this SOP. They are designed to encompass all assignments within the USCG Training System. They are:
- Instructors,
- Instructional Designers,
- Performance Technologists and
- Training Managers.

Section I: Introduction (continued)

Background - continued

There are levels of proficiency within each of billets. The levels vary among the billets. These levels of proficiency are related to levels of competency and qualification that are addressed in this SOP.

The billets and qualification levels are:

Instructor…
- Basic,
- Advanced and
- Master

Instructional Designer…
- Basic and
- Advanced.

Performance Technologist…
- Basic,
- Advanced and
- Certified.

Each qualification requires different tasks. These tasks are based on internationally recognized competencies. The USCG has permission to base our professional development from the research of the International Society for Performance Improvement (ISPI) and the International Board of Standards for Training, Performance and Instruction (IBSTPI). It is expected that G-WTT will maintain a close liaison with both of these non-profit organizations and serve as the primary link to the training system.

Section I: Introduction (continued)

Target Audience

The following units will follow this SOP:
- USCG Training Centers: Includes all major Coast Guard Training Centers:
  - TRACEN Petaluma,
  - TRACEN Yorktown,
  - TRACEN Cape May,
  - ATTC Elizabeth City,
  - Performance Technology Center,
  - Special Missions Training Center, and
  - Maritime Law Enforcement Academy.
- USCG Training Commands and providers:
  - Atlantic Area (Aoft),
  - Aviation Training Center (ATC) Mobile,
  - TACLET North and South,
  - PACREA TACLET,
  - District Seven TACLET,
  - Pacific Area (Poft),
  - National Motor Lifeboat School, and
  - All Regional Fisheries Training Center.

References

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Section II: Instructors

Introduction

The primary method of training our workforce is through instructor-led material. Therefore, the abilities of instructors are vital to the transfer of information to the learner.

Instructors are expected to train and teach our future workforce. It is only fitting that we have a standardized professional development program in place to enhance their efforts.

Purpose

This section provides guidelines for standard instructor professional development program to be incorporated at the four major training centers and associated training commands. It integrates the best practices being used to create a Personal Qualification Standard (PQS) and Job Qualification Requirements (JQR) for the different levels of instructors.

The structure of the program is board-based to ensure an instructor from one training command will be recognized as an instructor upon transfer to another training command.

Contents of Section

Three levels of instructor qualification will be addressed in this Section…
- Basic,
- Advanced and
- Master.

Each level will require different tasks, competencies and performances.

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Competencies

Each level of qualification will focus on competencies. Units may add specific requirements (JQR) depending on the knowledge, skills, attitudes and abilities required by the position.

Basic Instructor

Definition
The Basic Instructor (BI) Qualification is the minimum level required for personnel assigned to an instructor billet.

Positions Required to Qualify
All personnel assigned to an instructor billet shall qualify as a Basic Instructor.

Prerequisites
The following are the minimum prerequisites for the Basic Instructor qualification:

1. Successfully complete the Instructor Development Course (IDC).
2. Satisfactorily perform six months in the job.
3. Complete Basic Instructor Personal Qualification Standards (PQS).
4. Complete JQR (depending on unit).
5. Pass an oral qualification board

Responsibilities
Prospective Instructors shall qualify within 12 months of reporting aboard.

Supervisors will qualify instructors only after the prerequisites have been met. Additionally, they will ensure the "PERJC" competency code is entered in the member's record via Direct Access.

Advanced Instructor

Definition	The Advanced Instructor (AI) Qualification is based on additional qualifications and training. It incorporates current Coast Guard courses.
Positions Required to Qualify	Personnel assigned to a supervisory position (senior instructors, course coordinators, etc.) will be required to become Advanced Instructor qualified within one year of reporting into the billet. Personnel who have completed the Basic Instructor Qualification are encouraged to continue their development and qualify as an Advanced Instructor.
Prerequisites	The following are the minimum prerequisites for the Advanced Instructor qualification: 1. Complete Basic Instructor Qualification. 2. Perform satisfactorily for a period of six months as a Basic Instructor (Recommended for advancement and satisfactory conduct.) 3. Complete Advanced Instructor Personal Qualification Standards (PQS). 4. Complete Course Designer Course (or have completed all three phases of ABCD system.) 5. Design and develop a block of instruction for a course (This includes improving or redeploying an existing block of instruction). 6. Complete JQR (optional). 7. Complete an oral review board.
Responsibilities	<u>Prospective Advanced Instructors</u> will be required to qualify within one year of being assigned to the billet. <u>Supervisors</u> will qualify instructors only after the prerequisites have been met. Additionally, they will ensure the "PERJCA" competency code is entered in the member's record via Direct Access.

Master Instructor

Definition	The Master Instructor Qualification is the highest level that can be attained in the Coast Guard. It is reserved for those individuals whose expertise, judgment, and classroom ability are among the best in the Coast Guard.
Positions Required to Qualify	Personnel who have completed both the Basic and Advanced Instructor qualifications may qualify as Master Instructors.
Prerequisites	The following prerequisites must be completed prior to becoming Master Instructor qualified:

1. Completion of Basic Instructor qualification.
2. Completion of Advanced Instructor qualification.
3. Complete Master Instructor PQS
4. Complete Master Instructor JQR (if applicable).
5. Serve at least 2 years as an instructor.
6. Command recommendation.
7. Completed package for certification.

Certification Package	The Instructor Systems School (ISS) at TRACEN Petaluma will be the Master Instructor Qualification authority for the Coast Guard. The completed package shall include:

1. Completed lesson plan, student, and test material.
2. Videotape of instructor teaching material.
3. Three copies of instructor evaluations from the last year.
4. Commanding Officer endorsement. This may be delegated to Chief, Training Division if O5 or above.

Responsibilities	Training commands must work with the ISS to ensure that only the top instructors are recommended for the Master Instructor qualification Supervisors will qualify instructors only after the prerequisites have been met. Additionally, they will ensure the "PERJCM" competency code is entered in the member's record via Direct Access.

Instructor Competencies – Basic, Advanced and Master

Background   The original set of Instructor Competencies was published in 1993 following extensive review and testing by a group of practitioners and academics in the training and instructional design filed. The publication identified the core competencies of instructors - those decisions, actions and behaviors that competent instructors must demonstrate to complete an instructional assignment successfully. The competencies define the generic instructor role, independent of settings and organizations. Competent instructors will accomplish these standards whether delivering simple instructions to a small group or addressing a huge audience.

The board established a task force in 2000 to review and update the instructor competencies to reflect developments in teaching and learning and the use of online delivery system. The revised competencies and performance statements were then validated globally with a sample of more than 1,000 practitioners in all regions of world. In early 2003, IBSTPI approved a new set of competencies for Instructors who work in face-to-face and online environments. These competencies are given below. A complete listing of competencies and associated performance statements will be published in the near future.

2003 Instructor Competencies

Professional Foundations	Basic	Advanced	Master
Communicate effectively.	x		
Update and improve one's professional knowledge and skills.		x	x
Comply with established ethical and legal standards.	x	x	x
Establish and maintain professional credibility			x
Planning and Preparation			
Plan instructional methods and materials		x	
Prepare for instruction.	x		
Instructional Methods and Strategies			
Stimulate and sustain learner motivation and engagement.		x	
Demonstrate effective presentation skills.	x		

Instructional Methods and Strategies (continued)	Basic	Advanced	Master
Demonstrate effective facilitation skills.		x	x
Demonstrate effective questioning skills.	x		
Provide clarification and feedback.	x		
Promote retention of knowledge and skills.	x		
Promote transfer of knowledge and skills.		x	
Use media and technology to enhance learning and performance.		x	
Assessment and Evaluation			
Assess learning and performance.		x	
Evaluate instructional effectiveness.			x
Management			
Manage an environment that fosters learning and performance.			x
Manage the instructional process through the appropriate use of technology.			x

Additional Requirements

Commands may add to the requirements set down on this SOP section. They may add items; however, this list of competencies has been well researched. It is anticipated the local commands may expound, amplify and clarify these requirements.

Review Boards

Review boards shall:

- Include at least 3 people qualified at the same level for which qualification is sought.
- Include at least one member senior to the applicant.
- Use a standardized procedure.
- Base decisions on demonstration of the required competencies, not personality or time of service.

Review boards shall follow the following procedures…

1. Review qualification and recommendations from the chain of command.
2. Sit in on the instructor during a presentation and assess using the enclosed evaluation sheet.
3. Provide feedback to the individual.

Section III: Instructional Designers

Introduction

The primary method of training our workforce is through instructor led material. Therefore, the abilities of instructional designers are vital to the transfer of information to the learner. Regardless of the delivery media, the underlying instructional materials must be competently designed based on thorough analysis of performance gaps or new opportunities.

Instructional designers are expected to take the results of performance analyses and development instructional solutions when the performance issues are influenced by a lack of knowledge or skills. It is only fitting that we have a standardized professional development program in place to enhance instructional design efforts.

Purpose

This section provides guidelines for a standard instructional designer professional development program to be incorporated at the four major training centers and associated training commands. It will integrate the best practices being used to summarize a Personal Qualification Standard (PQS) and Job Qualification Requirements (JQR) for the different levels of instructors.

The structure of the program is board-based to ensure an instructional designer from one training command will be recognized as an instructional designer upon transfer to another training command.

Contents of SOP

Two levels of instructional design qualification will be addressed in this Section:

- Basic
- Advanced

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Competencies

Each level of qualification will focus on competencies. Specific requirements (JQR) may be added by the unit depending on the knowledge, skills, and abilities required by the position.

Additional Requirements

Commands may add to the requirements set down on this SOP section. They may add items; however, this list of competencies has been well researched. It is anticipated the local commands may expound, amplify and clarify these requirements.

Review Boards

Review boards shall:

- Include at least 3 people qualified at the same level for which qualification is sought.
- Include at least one member senior to the applicant.
- Use a standardized procedure.
- Base decisions on demonstration of the required competencies, not personality or time of service.

Review boards shall follow the following procedures…

1. Review qualification and recommendations from the chain of command.
2. Sit in on the instructor during a presentation and assess using the enclosed evaluation sheet.
3. Provide feedback to the individual.

Basic Instructional Designer

Definition	The Basic Instructional Designer qualification is the minimum level required for personnel assigned to an instructional designer billet.
Positions Required to Qualify	All personnel assigned instructional design duties will qualify as a Basic Coast Guard Instructional Designer (BCGID).
Prerequisites	The following are the minimum prerequisites for the BCGID: 1. Complete USCG Instructor Development Course. 2. Complete USCG Course Designer Course or ABCD. 3. Complete Personal Qualification Standards (PQS). 4. Complete JQR (depending on unit). 5. Pass an oral qualification board
Responsibilities	Prospective Instructional Designers shall actively pursue qualification within six months of reporting. Supervisors will qualify instructional designers only after the prerequisites have been met. Additionally, they will ensure the "PERIDB" competency code is entered in the member's record.

Advanced Instructional Designer

Definition

The Advanced Instructional Designer (AID) qualification is based on additional qualifications and training producing further competence.

Positions Required to Qualify

Personnel assigned to a supervisory position (senior instructional designers) shall qualify as Advanced Instructional Designer within one year of reporting into the billet. This qualification is require of the IDs that supervise basic ID personnel.

Personnel who have completed the Basic Instructional Designer Qualification are encouraged to continue their development and qualify as an Advanced Instructional Design Qualification.

Prerequisites

The following are the minimum prerequisites for the Advanced Instructional Design (AID) Qualification:

1. Complete Basic Instructional Designer Qualification.
2. Possess a degree in Instructional Systems Design or like practical experience.
3. Complete the AIDS PQS.
4. Complete a portfolio review.

Responsibilities

Prospective Advanced Instructional Designers (PAIDs)will be required to qualify within one year of being assigned to the billet.

Supervisors will qualify instructional designers only after the prerequisites have been met. Additionally, they will ensure an administrative remarks entry is made in the member's record. When available, supervisors shall ensure the "perida" competency code is entered in Direct Access.

Title	Instructional Design Competencies
Overview	The original set of Instructional Design Competencies was developed in 1986 and was the result of more than a year of research, discussion, and validation by a group of instructional design professionals and academics. Over the past l5 years there have been several developments in the major theories that underpin the instructional design field. In recognition of this the IBSTPI Board set out to review and revise the ID competencies. The 2000 set contains 23 competencies and 127 performance statements. The new version still retains the essential elements of the 1986 set, but also: 1. reflects the influence of advanced technologies, team-based design, and business management skills; 2. addresses the professional foundations of design, as well as planning and analysis, design and development, and implementation and management skills; 3. categorizes competencies as Basic or Advanced; and 4. has been validated globally.

Professional Foundations	Basic	Advanced
Communicate effectively in visual, oral and written form.	x	
Apply current research and theory to the practice of instructional design.		x
Update and improve one's knowledge, skills and attitudes pertaining to instructional design and related fields.	x	
Apply fundamental research skills to instructional design projects.		x
Identify and resolve ethical and legal implications of design in the work place.		x
Planning and Analysis		
Conduct a needs assessment.		x
Design a curriculum or program.	x	
Select and use a variety of techniques for determining instructional content.	x	
Identify and describe target population characteristics.	x	
Analyze the characteristics of the environment.	x	
Analyze the characteristics of existing and emerging technologies and their use in an instructional environment.	x	
Reflect upon the elements of a situation before finalizing design solutions and strategies.	x	

Design and Development	Basic	Advanced
Select, modify, or create a design and development model appropriate for a given project.		x
Select and use a variety of techniques to define and sequence the instructional content and strategies.	x	
Select or modify existing instructional materials.	x	
Develop instructional materials.	x	
Design instruction that reflects an understanding of the diversity of learners and groups of learners.	x	
Evaluate and assess instruction and its impact.	x	
Implementation and Management		
Plan and manage instructional design projects.		x
Promote collaboration, partnerships and relationships among the participants in a design project.		x
Apply business skills to managing instructional design.		x
Design instructional management systems.		x
Provide for the effective implementation of instructional products and programs.	x	

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Additional Requirements	Commands may add to the requirements set down on this SOP section. They may add items; however, this list of competencies has been well researched. It is anticipated the local commands may expound, amplify and clarify these requirements.
Review Boards	Review boards shall: • Include at least 3 people qualified at the same level for which qualification is sought. • Include at least one member senior to the applicant. • Use a standardized procedure. • Base decisions on demonstration of the required competencies, not personality or time of service. Review boards shall follow the following procedures… 1. Review qualification and recommendations from the chain of command. 2. Sit in on the instructor during a presentation and assess using the enclosed evaluation sheet. 3. Provide feedback to the individual.

Section IV: Performance Technologist

Introduction	The Performance Technologist Certification/Qualification is the minimum level required for personnel assigned to the duties of Performance Technologist at the Performance Technology Center and Commandant (G-WTT-1) and as designated by the Training Division Officer or Commandant (G-WTT).
	The term used in the section of the SOP is performance technologist as defined and accepted by ISPI (spell out) ASTD (American Society Training and Development). Within the USCG Training System to be referred to as a Performance Technologist indicates qualification at the basic, advanced, or certified level. Other terms related to and not synonymous are analyst, performance consult, quality performance consultant or evaluator.
Purpose	This section provides guidelines for the standard performance technologist professional development program to be incorporated at the four major training centers and associated training commands. It served as the foundation for our qualification process.
	The structure of the program is board-based to ensure an performance technologist from one training command will be recognized as an performance technologist upon transfer to another training command and can continue to develop along the professional continuum.
Contents of Section	Three levels of performance technologist qualification will be addressed in this section: • Basic • Advanced and • Certified
Prerequisites	The following are the minimum prerequisites for the Performance Tecnologist qualification… 1. Meet the ISPI competencies and performances. 2. Complete JQR (depending on unit). 3. Review by appropriate authority.

Section IV: Performance Technologist (continued)

Responsibilities
Prospective Performance Technologists shall actively pursue qualification within six months of assignment.

The USCG Training Center Board of Regents (internal USCG designation) or ISPI (national/international designation) will qualify performance technologists only after the prerequisites have been met. Additionally, Commanding Officer of Training and Performance Commands shall ensure the "PERPT" competency code is entered in the member's record.

USCG Training Center Board of Regents
A group of Training and Performance Professionals chartered by G-WTT from the Training Officers from the various Training and Performance Commands and the Performance Technology Center (PTC).

The board shall meet quarterly to review SOPs, review qualification packages and address G-WTT initiatives.

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Competencies
Each level of qualification will focus on competencies. Specific requirements (JQR) may be added by the unit depending on the knowledge, skills, and abilities required by the position.

Additional Requirements
Commands may add to the requirements set down on this SOP section. They may add items; however, this list of competencies has been well researched. It is anticipated the local commands may expound, amplify and clarify these requirements.

Review Process
For a basic PT qualification a local review board shall:

- Include at least 3 people qualified at the same level for which qualification is sought.
- Include at least one member senior to the applicant.
- Use a standardized procedure to ISPI PT criteria.
- Base decisions on demonstration of the required competencies, not personality or time of service.

For Advanced PT qualification a USCG review process will be used

- PT package will be submitted via the chain of command to the USCG Training Center Board of Regents.

For certified PT qualification packages will be submitted as an advanced package for review before ISPI.

Performance Improvement Standards

The 10 Standards are based on ISPI's four principles, following a systematic process, and agreeing to a Code of Ethics. They are summarized below

Standards	Basic	Advanced	Certified
Focus on results and help clients focus on results.	X		X
Look at situations systemically taking into consideration the larger context including competing pressures, resource constraints, and anticipated change.	X		X
Add value in how you do the work and through the work itself		X	X
Utilize partnerships or collaborate with clients and other experts as required.		X	X
Be systematic in all aspects of the process including: The assessment of the need or opportunity.	X		X
Be systematic in all aspects of the process including: The analysis of the work and workplace to identify the cause or factors that limit performance.		X	X
Be systematic in all aspects of the process including: The design of the solution or specification of the requirements of the solution.	X		X
Be systematic in all aspects of the process including: The development of all or some of the solution and its elements.		X	X
Be systematic in all aspects of the process including: The implementation of the solution.		X	X
Be systematic in all aspects of the process including: The evaluation of the process and the results.		X	X

Code of Ethics for Performance Technologists

Overview	The Code of Ethics is intended to promote ethical practice in the profession. In order to be certified or re-certified, you must sign a statement that you agree to conduct yourself in ways that are in keeping with the principles on which the Code is based. The code of ethics is based on six principles.
Code of Ethics	**1. Add Value Principle** Strive to conduct yourself, and manage your projects and their results, in ways that add value for your clients, their customers, and the global environment. **2. Validated Practice Principle** Make use of and promote validated practices in performance technology strategies and Standards. **3. Collaboration Principle** Work collaboratively with clients and users, functioning as a trustworthy strategic partner. **4. Continuous Improvement Principle** Continually improve your proficiency in the field of performance technology. **5. Integrity Principle** Be honest and truthful in your representations to clients, colleagues, and others with whom you may come in contact with while practicing performance technology. **6. Uphold Confidentiality Principle** Maintain client confidentiality, not allowing for any conflict of interest that would benefit you or others
Professional Development	Professional development activities are essential for a Certified Performance Technologist to remain current in the field. Therefore, to retain and continue to use the CPT designation, a Certified Performance Technologist must accumulate 40 points of continuing education/professional development during the three-year certification period. Activities can include participation in conferences, workshops, and chapter events sponsored by ISPI or other related professional organizations, commercially provided workshops, and degree-granting institutions when the subject relates to one or more of the Standards of Performance Technology.

| **Professional Development** | The below table shall be used for CPT continuing professional development. |

Contact Hours	Points
1 hour	1 point
3 hours or a half-day program	3 points
6 hours or a full-day program	6 points
A maximum of 12 points can be given for attending any individual conference, university/college course, or training program.	

| **Continuing Professional Development Point System** | All 40 points for re-certification can be earned through professional and continuing development experiences that enhance your performance improvement skills or can be augmented with up to 15 points for volunteer roles and contributions to the field as described below: |

- 5 Points per year: Volunteer service as a Board member of a national or international organization or as a President of a regional organization (chapter)

- 3 Points per year: Volunteer service as a Committee chair of a national or international organization or an Officer of a regional organization (chapter)

- 3 Points: Instructor in a performance improvement or related field course

- 5 Points: Author of a published performance improvement book

- 3 Points: Author of a published performance improvement article, book chapter, or research paper

- 3 Points: Presentation at a national professional association conference

Note: You cannot receive multiple points for teaching the same course or giving the same presentation.

Continuing Education Requirements	The following are the three years point totals required for each level of qualification:
	Basic – 6 points Advanced – 20 points Certified – 40 points

Section V: Training Managers

Introduction

The primary method of training our workforce is through instructor led material. Therefore, the abilities of training managers are vital to the transfer of information to the learner.

Training managers are expected to train and teach our future workforce. It is only fitting that we have a standardized professional development program in place to enhance their efforts.

Purpose

This section provides guidelines for a standard training manager professional development program to be incorporated at the four major training centers, associated training commands and G-WTT. It will integrate the best practices being used to summarize a Personal Qualification Standard (PQS) and Job Qualification Requirements (JQR) for the different levels of instructors.

The structure of the program is board-based to ensure a training managers from one training command or headquarters will be recognized as an training managers upon transfer to another training command.

Contents of Section

- Training Manager

Who to qualify?

The following billets shall qualify as Training Managers:
- Training Officer / Chief, Training Division
- Training Division Branch Chiefs
- CO MLE Academy,
- Appropriate G-WTT staff.

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Title	2003 Training Manager Competencies
Overview	The original set of Training Manager Competencies (1989) was the product of many years of research and experimentation. These competencies and their associated performance statements were developed through close cooperation by a group of highly respected professionals in the Human Resource Development (HRD) field, and were based on research into the available literature, internal corporate documents, observations, peer reviews and evaluation. The resulting publication was an attempt to define "core competencies" for those in the position of training manager. In 1999 the IBSTPI board reviewed the existing training manager competencies and performance statements. It was apparent that in light of the changes in organizations, the nature of the training function and the HRD profession over the previous decade, the competencies and their matching performance statements needed considerable revision. The Board commenced the task of revising them in 1999, completing it in early 2001. The revised competencies and performance statements were then validated globally with a sample of almost 500 practitioners in all regions of the world. The validated competencies are given below. The complete listing of competencies and associated performance statements will be published in the near future.
Professional Foundations	1. Communicate effectively in visual, oral and written form. 2. Comply with established legal and ethical standards. 3. Maintain networks to advocate for and support the training function. 4. Update and improve professional and business knowledge, skills, and attitudes.

Planning and Analysis	5. Develop and monitor a strategic training plan.
	6. Use performance analysis to improve the organization.
	7. Plan and promote organizational change.
Design and Development	8. Apply instructional system design principles to training projects.
	9. Use technology to enhance the training function.
	10. Evaluate training and performance interventions
Administration	11. Apply leadership skills to the training function.
	12. Apply management skills to the training function.
	13. Apply business skills to the training function.
	14. Implement knowledge management solutions.

Formal Training Require- ments

This is a comparison of formal training and development versus qualification.

Qualification	IDC	CDC	HPT conference	ISPI/ASTD annual
Instructor				
Basic	X			
Advanced		X	X	
Master			X	X
Instructional Designer				
Basic	X	X		
Advanced			X	X
Performance Technologist				
Basic	X			
Advanced		X	X	
Certified			X	X

NAME OF INSTRUCTOR	ORGANIZATION	DATE	TIME START	TIME END

NAME OF EVALUATOR	COURSE/SUBJECT	TPO

ELEMENTS					COMMENTS

RATING

ELEMENTS	O	S	NI	N/A
1. Preparation of Training Site	☐	☐	☐	☐
2. Professional Appearance	☐	☐	☐	☐
3. Lesson Plan and Materials for Instruction	☐	☐	☐	☐
4. Orientation to the Lesson	☐	☐	☐	☐
5. Lesson Development	☐	☐	☐	☐
6. Subject Matter Competence	☐	☐	☐	☐
7. Class Control	☐	☐	☐	☐
8. Selection and use of Training Aids	☐	☐	☐	☐
9. Questioning Techniques	☐	☐	☐	☐
10. Communication Skills	☐	☐	☐	☐
11. Use of Class Time: (Scheduled time) From: _____ To: _____	☐	☐	☐	☐

(Use back side for additional comments)

OVERALL RATING

☐OUTSTANDING: **(O)** 70% or more of the items rated received an "Outstanding". No items were rated "Needs Improvement".

☐SATIFACTORY: **(S)** Majority of items rated received a "Satisfactory" or "Outstanding". 25% or less of the items rated received a rating of "**N I**".

☐NEEDS IMPROVEMENT: **(N I)** More than 25% but less than 50% of the items rated received a rating of "N I" - "Needs Improvement".

☐UNACCEPTABLE: **(U)** 50% or more of the items received a rating of "Needs Improvement".

Prospective Instructor: _____

Board Member: _____

1. Prepares for Instruction	☐	☐
2. Nine Instructional Events Covered:		
Gaining Attention	☐	☐
STATING THE OBJECTIVES	☐	☐
Prerequisites	☐	☐
Present information	☐	☐
Learning Guidance	☐	☐
PRACTICE	☐	☐
Feedback	☐	☐
Enhancing Retention & Transfer	☐	☐
TESTING	☐	☐
3. Lesson Development		
FOLLOWS LESSON PLAN	☐	☐
Provides Transitions and Summaries	☐	☐
Uses Training Aids	☐	☐
MANAGES CLASS TIME APPROPRIATELY	☐	☐
Maintains Class Control	☐	☐
Observes and Enforces Safety Practices	☐	☐
4. Uses Effective Communications:		
AUDIBLE	☐	☐
Speaks at Student's Level	☐	☐
MAINTAINS EYE CONTACT	☐	☐
Uses Proper English and Diction	☐	☐
Practices Active Listening Skills	☐	☐
5. Personal Core Modeling Qualities		
Projects Confidence	☐	☐
MAINTAINS PROPER MILITARY APPEARANCE	☐	☐
Projects Enthusiasm	☐	☐

☐ Qualified

☐   Not Qualified

_____   _____
Board Member's Signature   Date

CERTIFIED PERFORMANCE TECHNOLOGIST (CPT)

Application for the Certified Performance Technologist (CPT) Designation

CPT Applications are processed twice a year. Your application materials must be received at ISPI by June 15 or November 15,
or they will be held until the next processing period.

International Society for Performance Improvement
In Affiliation with the
American Society for Training & Development

in affiliation with

INTERNATIONAL SOCIETY FOR PERFORMANCE IMPROVEMENT

1400 Spring Street, Suite 260, Silver Spring, MD 20910
301.587.8570; 301.587.8573 Fax; certification@ispi.org; www.certifiedpt.org

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Section One: This section must be mailed with your signature and the signatures of clients or supervisors attesting to your performance.

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ABOUT CERTIFICATION

MISSION
To recognize practitioners who have demonstrated proficiency in the Standards of Performance Technology and to promote the adoption of the Standards.

Vision
For Performance Technology Certification and the Standards on which it is based to be recognized and adopted worldwide. For the Certified Performance Technologist (CPT) credential to be the most recognized and sought-after certification by practitioners of performance improvement. For those who achieve the credential, to be preferred candidates for jobs and contracting opportunities because they are viewed as having demonstrated proficiency in performance improvement.

WHY CERTIFICATION?
Consumers and customers are entitled to information that better enables them to discriminate effective from ineffective performance improvement practitioners, products, services, and practices. Practitioners are entitled to a set of standards that better enables them to assess their ability, better focus their professional development efforts, and recognize their capability. Prior to the CPT designation, anyone could claim that he or she was a professional in performance improvement and training.

WHAT IS CERTIFICATION?
Certification is a credential that is given to people who satisfy a set of requirements. The International Society for Performance Improvement's certification is performance-based rather than education-based. It recognizes practitioners who have demonstrated proficiency in 10 Standards of Performance Technology in ways that are in keeping with the Code of Ethics. Individuals who receive the Certified Performance Technologist (CPT) designation must be re-certified every three years to maintain the credential.

HOW MIGHT CERTIFICATION BENEFIT YOU?
A certification says you are a member of a profession. The Certified Performance Technologist (CPT) designation shows that you have demonstrated proficiency in the performance improvement profession. The certification can set you apart from others who have not engaged in the same degree of examination by clients and peers. Once certified, your name will be listed on a registry that is available to potential clients and employers. The CPT designation is an indication that you have met the Standards of Performance Technology as evidenced by your past work and is neither an endorsement of you for future work nor a guarantee of future performance.

REQUIREMENTS FOR APPLYING

The eligibility requirements to apply for Certification include a detailed description of work performed in multiple projects in a manner that demonstrate the use of the first four Standards three times and the remaining six standards twice. Each of these projects must attested to by internal/external clients or supervisors. A qualified reviewer will review all the documentation received from the candidates and determine if all requirements have been met. The following chart displays the requirements for applying for Certification and Re-certification.

REQUIREMENTS	CERTIFICATION	EXPERIENCED PROFESSIONAL	RE-CERTIFICATION
1. Minimum Years of Experience	3 years	10 years	Not applicable
2. Accept the Code of Ethics	Yes	Yes	Yes
3. Continuing Education and Professional Development	No	No	Yes
4. Documentation	Document experience and work done on multiple projects, and how the work meets the Standards	Document experience and work done on multiple projects, and how the work meets the Standards	List your continued professional development, contributions to the field and volunteer work.
5. Attestation by Client or Supervisor	That the projects were satisfactorily done by you and the documentation is accurate	That the projects were satisfactorily done by you and the documentation is accurate	Self-attest to your continued work in the field and adherence to the Code of Ethics.
6. Review	To ensure the first four Standards were met three times and the remaining six were met two	To ensure each Standards has been met one time	To ensure completeness and factual accuracy

	times		
7. Pay a fee **ISPI, ASTD, or other** **affiliated** **organization** **member rate:** **Non-member rate:**	**$995** **$1195**	**$995** 1195	**$175** **$250**

All candidates for the certification must commit to the Code of Ethics. Membership in ISPI, ASTD, or any other organization or the completion of a formal training or education program is not required for certification. However, if you join ISPI, ASTD, or other affiliated organization when you submit your application, you may apply at the member rate. Once certified, performance improvement professionals must apply for Re-certification every three years to maintain the CPT designation.
CPT Applications are processed twice a year. Your application materials must be received at ISPI by June 15 or November 15, or they will be held until the next processing period.

WHAT ARE THE 10 STANDARDS OF PERFORMANCE TECHNOLOGY?
The 10 Standards of Performance Technology, which are based on four principles and following a systematic process to improve performance, ensure that the Certified Performance Technologist has conducted his or her work in a manner that includes the following:
- Focus on results and help clients focus on results.
- Look at situations systemically taking into consideration the larger context including competing pressures, resource constraints, and anticipated change.
- Add value in how you do the work and through the work itself.
- Utilize partnerships or collaborate with clients and other experts as required.
- Systematic assessment of the need or opportunity.
- Systematic analysis of the work and workplace to identify the cause or factors that limit performance.
- Systematic design of the solution or specification of the requirements of the solution.
- Systematic development of all or some of the solution and its elements.
- Systematic implementation of the solution.
- Systematic evaluation of the process and the results.

HAVE THE STANDARDS OF PERFORMANCE TECHNOLOGY BEEN VALIDATED?
Yes. Graduate students under the direction of Dr. James A. Pershing of Indiana University, conducted literature reviews to confirm the Standards of Performance Technology appear in practice. In addition, ISPI will continuously solicit feedback from candidates, those who have been designated as CPTs, and their employers.

WHAT IS THE CODE OF ETHICS?

The Code of Ethics is intended to promote ethical practice in the profession. In order to be certified or re-certified, an applicant must sign a statement of agreement with the principles on which the Code is based. The Code of Ethics is based on six principles that guide the performance improvement process:

- Adding value
- Using validated practices
- Collaborating with others
- Continuously improving ones proficiency
- Demonstrating integrity
- Upholding confidentiality

CODE OF ETHICS

Statement of Expectations: The Code of Ethics and the Standards of Performance Technology are intended to promote ethical practices in the profession of performance improvement. By signing the Application Agreement, you indicate that you agree to the following principles:

1. Add Value Principle.
Strive to conduct yourself, and manage your projects and their results, in ways that add value for your clients, their customers, and the global environment.

2. Validated Practice Principle.
Make use of and promote validated practices in performance technology strategies in keeping with the Standards of Performance Technology.

3. Collaboration Principle.
Work collaboratively with clients and users, functioning as a trustworthy strategic partner.

4. Continuous Improvement Principle.
Continually improve your proficiency in the field of performance technology.

5. Integrity Principle.
Be honest and truthful in your representations to clients, colleagues, and others with whom you may come in contact with while practicing performance technology.

6. Uphold Confidentiality Principle.
Maintain client confidentiality, not allowing for any conflict of interest that would benefit you or others.

WHAT DO YOU GET ONCE YOU ARE CERTIFIED?
Once you achieve the certification:
- You receive a certificate of Certification.
- Your name will be listed on a registry that is available to potential clients and employers.
- You may display the CPT designation on your business cards, stationary, and marketing materials.
- You may use the credential to distinguish yourself in the marketplace.

DECLARATION AND RELEASE

Please read the following information. You will have to acknowledge that you agree to the following statements by signing your Application Agreement.

• I understand that the information gathered in the certification process may be used by the International Society for Performance Improvement (ISPI) and/or the ASTD Certification Institute (ASTD Institute) for statistical purposes for the evaluation of the certification program or for other research or study.

• I understand that ISPI and the ASTD Institute will use reasonable efforts to keep the information in its possession confidential.

• I further understand that I must immediately inform ISPI or the ASTD Institute of any changed circumstances that may affect this application and the information that has been provided by me, or that may affect my continuing eligibility.

• I authorize ISPI and the ASTD Institute to include my name and contact information in any publicly-available lists or directories in which the names of Certified Performance Technologists are published, and hereby waive any rights of objections to such listings.

• I understand and agree that ISPI and the ASTD Institute own all right, title, and interest in and to all names, trademarks, logos, copyrights, applications, and other materials related to the Certified Performance Technologist Program, and I agree that I shall only use such intellectual property in accordance with policies promulgated by ISPI and the ASTD Institute, and agree to cease using such intellectual property upon the expiration, suspension, or termination of my certification.

• I understand and agree that ISPI and the ASTD Institute make no claims, warranties, guarantees, or promises regarding the content or performance of any certificant, and I agree not to misrepresent my certification status and its meaning.

• I do hereby attest to the accuracy and validity of, and assume full responsibility for, the content of the application and all materials and information used by me in support of the application, and all use thereof by third parties.

• In consideration of my application to and participation in the Certified Performance Technologist Program, I do hereby: (1) release, discharge, and hold harmless, individually and collectively, ISPI, the American Society for Training and Development (ASTD), and the ASTD Certification Institute, and their officers, directors, employees, committee members, members, subsidiaries, agents, successors, and assigns, from any

and all liabilities that may arise, directly or indirectly, now or in the future, by reason of or in connection with any decision, action, or omission relating to this application, the failure to grant certification or re-certification, the revocation of certification, or the certification standards; and (2) indemnify, save, and hold harmless, individually and collectively, ISPI, ASTD, and the ASTD Institute, and their officers, directors, employees, committee members, members, subsidiaries, agents, successors, and assign, from any and all liabilities that may arise, directly or indirectly, now or in the future, by reason of or in connection with any acts or omission of mine. The foregoing release and waiver of liability, and the foregoing indemnification, shall be binding on me and my heirs, executors, administrators, successors, and assigns.

• I also understand and agree that in considering this application, ISPI and the ASTD Institute may make inquiry of such persons or entities, inspect such records, and make and retain copies of such materials as they deem appropriate.

• Without limiting the generality of the foregoing, I hereby authorize ISPI and the ASTD Institute to make such inquiries regarding my fitness for certification and authorize any persons or entities contacted to respond to such inquiries and provide copies of any relevant and non-confidential information to the requesting organization.

• I further authorize ISPI and the ASTD Institute to provide a copy of this Declaration and Release to those entities contacted in connection with this application.

RE-CERTIFICATION REQUIREMENTS
You must apply for Re-certification at the end of every three-year Certification period and must meet four requirements to be re-certified for an additional three-year period.

1. Continued Practice and Proficiency in HPT
You will be required to self-attest that within the past three years you have continued to demonstrate proficiency in the 10 Standards of Performance Technology through your work on performance improvement projects.

2. Professional Development, Volunteer Work, and Contributions to the Field
Professional development activities are essential for a Certified Performance Technologist to remain current in the field. Therefore, to retain and continue to use the CPT designation, a Certified Performance Technologist must accumulate 40 points of continuing education/professional development during the three-year certification period. Professional development includes enhancing your performance improvement knowledge and skills by partaking in conferences, workshops, and chapter events sponsored by ISPI, ASTD, or other related professional organizations, commercially provided workshops, and degree-granting institutions when the subject relates to one or more of the Standards of Performance Technology.

Contact Hours	Points
1 hour	1 point
3 hours or a half-day program	3 points
6 hours or a full-day program	6 points

A maximum of 12 points can be given for attending any individual conference, university/college course, or training program.

All 40 points for re-certification can be earned through professional and continuing development experiences that enhance your performance improvement skills or can be augmented with up to 15 points for volunteer roles and contributions to the field as described below:
- 5 Points per year: Volunteer service as a Board member of a national or international organization or as a President of a regional organization (chapter)
- 3 Points per year: Volunteer service as a Committee chair of a national or international organization or an Officer of a regional organization (chapter)
- 3 Points: Instructor in a performance improvement or related field course
- 5 Points: Author of a published performance improvement book
- 3 Points: Author of a published performance improvement article, book chapter, or research paper
- 3 Points: Presentation at a national professional association conference

3. Continued Commitment to the Code of Ethics
You will be required to affirm that you abide by the Code of Ethics.

4. Payment of a Re-certification Fee
You will be required to pay the applicable Re-certification fee. ISPI, ASTD, or other affiliated organization member: $175; Non-member: $250.

*** Your completed application consists of two sections. ***
*** Submit Section One by mail at the same time you submit Section Two by e-mail. ***

Section One: Instructions

The next three pages contain the Application Agreement and the Attestation Form.

1. Print, read, sign, and date the Application Agreement (pages 10 & 11).

2. Complete an Attestation Form (page 12) for each project you will describe and submit the Attestation Form and your Work Description for that project to the client or supervisor who will attest to your satisfactorily doing the project by signing the form.

Mail the completed Application Agreement (pages 10 & 11) and the signed Attestation Forms (page 12) to:

Certified Performance Technologist Application
International Society for Performance Improvement
1400 Spring Street, Suite 260, Silver Spring, MD 20910 USA

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APPLICATION AGREEMENT

Select the application provision under which you are applying:

☐ I am applying for the Certified Performance Technologist (CPT) designation and affirm that I have met the minimum requirements of three or more years experience in performance improvement and/or related fields such as instructional design, organizational development, or human resource management.

☐ I am applying under the experienced professional provision and affirm that I have ten or more years experience in performance improvement and/or related fields such as instructional design, organizational development, or human resource management.

If awarded the CPT designation, I understand that I will be required to re-certify every three years to renew this designation, agree to allow ISPI and ASTD to use my name and company affiliation in announcements regarding the Certified Performance Technologist designation, agree to use the designation only as approved by ISPI, understand that misuse or misrepresentation of the designation may result in forfeiture of the designation. I also agree to the Code of Ethics (Page 5) and the Declaration and Release (Pages 6 & 7).

I attest that the work described in Section Two of this application was done within the last 10 years and was performed by me. If any of the projects that I have cited were done by a team, I attest that my contributions to the effort were significant enough for me to demonstrate proficiency in the Standard.

 I agree in my practice to conduct myself in ways that are in keeping with the statement of expectations and the principles in the Code of Ethics and agree to a set of rules related to accurately representing the credential to employers and customers.

 I understand that obtaining the Certified Performance Technologist designation is an indication that I have met the Standards of Performance Technology as evidenced by my past work and is neither an endorsement of me for future work nor a guarantee of future performance.

I further understand that:
▪ The Standards of Performance Technology and process for achieving and maintaining the CPT designation may be revised from time to time; be certain that the application you are completing is a current one.
▪ An incomplete application will not be accepted and will be returned to the applicant.

- I must sign and mail Section One of this application form before Section Two of the application will be considered.
- Applications that contain erroneous or misleading information may result in denial of the application, revocation of certification, and/or forfeiture of the application fee.
- ISPI and ASTD shall not be responsible for lost or damaged application materials.
- This application and all accompanying and subsequently submitted materials shall become the property of ISPI upon submission.
- Certification may be revoked for the following reasons (among others):
  - ➢ Any misrepresentation in the application, whether intentional or unintentional;
  - ➢ An individual no longer meets one or more of the Standards of Performance Technology for certification; or
  - ➢ Non-payment of applicable fees.

If my application is not accepted, I understand that I will be notified as to which Standards have not been met. The Certification fee will be returned, less $250 that is used to pay for the review process. I will have an opportunity to meet those specific Standards within the next 24 months without additional charge beyond the balance of the original submission fee. After the original submission and one resubmit, I may be charged a re-review fee of up to $200, depending on the amount of work needed.

I also understand that, if I am not selected for the Certified Performance Technologist designation, I will be advised as to the Standards of Performance Technology that I not meet. I have the right to appeal this decision to ISPI within two weeks of receipt. Should I appeal, another impartial reviewer will evaluate my application.

I hereby authorize ISPI to contact the individuals who will attest to the quality of the work I described in Section Two of this application.

_____   _____   _____

Printed Name of Candidate   Signature   Date

ATTESTATION FORM

Candidate: Provide the following information on each project identifying the client or supervisor who will attest to your performance in meeting the Standards of Performance Technology.

Name
Relationship   Client _____   or   Supervisor _____
Organization
Title
Address
City/State/ZIP
Country/Postal Code
Phone   Fax
E-mail

Project name(s):

Standards Submitted: (Circle the number of each Standard submitted to this attester)
                              1   2   3   4   5   6   7   8   9   10

Client or Supervisor: Please sign the form below attesting to the following statement.

I have read the Standards and Work Descriptions submitted to me by the candidate for designation as a Certified Performance Technologist (CPT). I have sufficient knowledge of projects and can judge the quality of the work performed and attest that:
  – the work described was done by the candidate.
  – the work description is accurate.
  – if the candidate was a member of a team, his or her contributions were significant enough to demonstrate the Standard.
  – throughout the process the candidate conducted himself or herself ethically. He or she was:
    – honest in how he or she presented information.
    – honest in how he or she represented his or her capabilities.

_____   _____   _____
Printed Name of Attester   **Signature**   **Date**

Section Two: Instructions

1. Complete the Certification Information Form.

2. a. For applicants with more than three but less than ten years experience:
   (1) identify three projects with a large enough scope that you can describe your demonstration of the first four Standards and at least three other Standards.
   (2) identify up to four additional projects you have worked on that you can describe your demonstration of Standards 6 to 10 such that you have at least two examples for each of these Standards described and attested to as part of your application.
   (3) complete the Project and Standard Identification Form.
   b. For applicants with ten or more years experience: identify three projects with a large enough scope that you can describe your demonstration each of the ten Standards one time.

3. Review the Sample Letter from the Candidate to the Attester.

4. Review the Reviewer's Checklist.

5. For each project, select the appropriate Work Description Forms and describe the work you have done for each of these Standards by answering the questions listed under each Standard's description.

6. Identify the internal/external clients or supervisors who will attest to the description of the work that you have done. Complete an Attestation Form for each attester.

7. Forward the Work Description and Attestation Form to the internal/external clients or supervisors who can attest to the work that you have done. A sample cover letter to send to the attesters is provided (page 14).

8. a. For applicants with more than three but less than ten years experience, assemble Section Two into one continuous Word document in the following order:
   (1) Certification Information Form
   (2) Project and Standard Identification Form
   (3) Work Descriptions by project in order of the Standards addressed
   b. For applicants with ten or more years experience: Assemble the Work Descriptions in the order of the Standards. From 1 to 10.

9. E-mail the assembled Section Two to: Certification@ispi.org.

10. Mail your completed Section One (Application Agreement and signed Attestation Forms) to:
Certified Performance Technologist Application
International Society for Performance Improvement
1400 Spring Street, Suite 260, Silver Spring, MD 20910 USA

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Certification Information Form

Candidate: Complete the following information about yourself and your employer (if applicable).

First Name
Middle Name or Initial
Last Name
Organization
Job Title
Street Address (needed for shipment of your framed certificate)

P.O. Box (optional: for use for all other information mailed to you)
City/State/ZIP
Country/Postal Code
P.O. Box
Phone   Fax
E-mail
Name, as you would like it to appear on your Certificate:

Employer Notification
(Provide this information if you would like ISPI to send a letter to your supervisor informing her/him that you have been certified)

Supervisor's Name
Job Title
Organization
Address
City/State/ZIP
Country/Postal Code

In order for your CPT application to be complete, you must attach the appropriate payment that can be made with a personal or corporate check, or by credit card. ISPI accepts VISA, Master Card, and American Express. All payments must be made in U.S. dollars. Check all that apply:

_____ ISPI and Affiliated Organization Member Rate: $995
_____ ISPI Membership: $145
_____ Non-Member Rate: $1195

For checks, please make the check payable to ISPI.

For credit cards, please complete the following information:
Type of Card (check one)
☐ VISA   ☐ Master Card   ☐ American Express
Credit Card No: Expiration Date (MM/YYYY):
Amount to be Charged: $

Work Experience:
Number of years' experience in performance improvement or related fields _____
In the space below, summarize your three years of experience in performance improvement or related fields, or for those applying under the Experienced Professional provision, your ten years of experience.

For example:
1993 to 1997: Internal consultant with the XYZ corporation responsible for developing training and other performance improvement solutions for 1500 sales associates and working on such projects as ….
1997 to 2001: Independent consultant working with a variety of local and national organizations including VVV, WWW, XXX; YYY, and ZZZ on such projects as ….
2001 to 2004: Internal consultant with the ABC corporation responsible for developing training and other performance improvement solutions for 1500 sales associates and working on such projects as ….

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Project and Standard Identification Form

Identify three projects that you have done in the last 10 years that demonstrate proficiency in Standards 1 to 4 and at least 3 other Standards. Name the project and attester, and note the other Standards the project demonstrates. You must submit this form with your application.

Name of Project 1:
Name of Attester:
Select and circle at least three other standards that were met in doing this project.
Circle Standards Met: (1) (2) (3) (4) 5   6   7   8   9   10

Name of Project 2:
Name of Attester:
Select and circle at least three other standards that were met in doing this project.
Circle Standards Met: (1) (2) (3) (4) 5   6   7   8   9   10

Name of Project 3:
Name of Attester:
Select and circle at least three other standards that were met in doing this project.
Circle Standards Met: (1) (2) (3) (4) 5   6   7   8   9   10

You have a maximum of four other projects you can use to demonstrate your proficiency in those Standards not covered by projects 1, 2, and 3. You must demonstrate your proficiency in these remaining Standards two times using two different projects.

Name of Project 4:
Name of Attester:
Circle Standards Met: 5   6   7   8   9   10

Name of Project 5:
Name of Attester:
Circle Standards Met: 5   6   7   8   9   10

Name of Project 6:
Name of Attester:
Circle Standards Met: 5   6   7   8   9   10

Name of Project 7:
Name of Attester:
Circle Standards Met: 5   6   7   8   9   10

SAMPLE LETTER FROM CANDIDATE TO ATTESTER

Date

Attester's Name
Address
City/State/ZIP

Dear _____:

I am applying to receive the designation of Certified Performance Technologist (CPT) from the International Society for Performance Improvement (ISPI). There are a total of 10 professional Standards that I must demonstrate I have successfully performed in my work.

As part of the application process, I need you as my supervisor (or: you as my client) to attest to the work that I have done for you. I have enclosed the necessary forms that describe the work I performed and the related Standards. Please review and sign the form attesting to the fact that I completed the work as described. There is also a place for any comments that you would like to make. Please return the completed forms to me as soon as possible so that I may include them in my application package.

Thank you for your assistance in reviewing my performance in light of these professional Standards. This certification is an important part of my professional development because it recognizes the work that I have done in the past and evaluates that work against the Standards for my profession.

Very truly yours,

Reviewer Checklist

Candidate: Your completed application will be evaluated by a qualified reviewer using the checklist below to judge the sufficiency of your work in terms of each Standard of Performance Technology. Please review each checklist and make sure your responses cover those factors relevant to the Standard.

Reviewers' Checklist for Standard 1: Focus on Results
1. Was the outcome or expected result clearly defined?
2. Was the expected result aligned with an appropriate business outcome?
3. Were the intended measures appropriate and sufficient?
4. Has the candidate demonstrated satisfactory adherence to this Standard?

Reviewers' Checklist for Standard 2: Taking a Systemic View
1. Did the assessment take into account the individual, the work, and the work environment?
2. Was the description of alignment convincing?
3. Was a reasonable mix of barriers described?
4. Was the description of the factors that could be leveraged convincing?
5. Has the candidate demonstrated satisfactory adherence to this Standard?

Reviewers' Checklist for Standard 3: Add Value
1. Were the actions appropriate for the situation?
2. Was the description of the risks and trade-offs convincing?
3. Were the criteria for assessing worth appropriate?
4. Was the project of significant value to the organization?
5. Has the candidate demonstrated satisfactory adherence to this Standard?

Reviewers' Checklist for Standard 4: Work in Partnership with Clients and Other Specialists
1. Did the candidate collaborate with key stakeholders, experts, and specialists, making use of their knowledge, capabilities, and influence?
2. Was the collaboration useful and productive?
3. Did the candidate demonstrate initiative in partnering with others?
4. Has the candidate demonstrated satisfactory adherence to this Standard?

Reviewers' Checklist for Standard 5: Be Systematic—Needs or Opportunity Analysis
1. Was the assessment done at the appropriate level?
2. Did the assessment uncover the performance gap or unmet opportunity?
3. Was the plan for conducting the assessment appropriate?
4. Was the data collection and analysis done appropriately?
5. Did the conclusions fit the data?
6. Has the candidate demonstrated satisfactory adherence to this Standard?

Reviewers' Checklist for Standard 6: Be Systematic — Cause or Job Task Analysis
1. Was the cause analysis conducted appropriately?
2. Was the data collection methodology appropriate and sufficient?
3. Was the data analysis appropriate and sufficient?
4. Did the conclusions reflect the findings from the analysis?
5. Were the recommendations appropriate given the cause analysis results?
6. Has the candidate demonstrated satisfactory adherence to this Standard?

Reviewers' Checklist for Standard 7: Be Systematic — Design
1. Was the solution(s) appropriate for the situation?
2. Were elements to be created, modified, purchased, or put in place appropriate and sufficient given the stated solution?
3. Did the design provide sufficient direction to guide development and evaluation?
4. Has the candidate demonstrated satisfactory adherence to this Standard?

Reviewers' Checklist for Standard 8: Be Systematic — Development
1. Was the candidate sufficiently involved in the development of the solution(s)?
2. Was the formative evaluation appropriate and satisfactorily completed?
3. Were the results of the formative evaluation or pilot test properly used to refine the solution?
4. Were the materials or elements appropriately matched to the specifications in the design document?
5. Has the candidate demonstrated satisfactory adherence to this Standard?

Reviewers' Checklist for Standard 9: Be Systematic — Implementation
1. Were the solution(s) communicated properly and to the right people?
2. Were the necessary implementation materials created to support the implementation of the solution?
3. Were the measures of the success of the implementation appropriate?
4. Was feedback collected during implementation appropriately used?
5. Has the candidate demonstrated satisfactory adherence to this Standard?

Reviewers' Checklist for Standard 10: Be Systematic — Evaluation
1. Was the intervention adequately evaluated?
2. Were the data collected valid and useful in determining the success of the intervention?
3. Did the results support the intent of the intervention?
4. Has the candidate demonstrated satisfactory adherence to this Standard?

WORK DESCRIPTION

Candidate: Complete the description of the work performed for the first four Standards and at least three other Standards and forward them to a client or supervisor who has knowledge of the work.

Client or Supervisor: Review the description of each Standard and the description of the work performed. If you agree that the candidate has satisfactorily done the work as described, sign the Attestation Form and return it to the candidate.

1. Focus on Results

Focusing on outcomes—that is, results— puts you and the client in a position to question, confirm, and reconfirm that people share the same vision and goals, that the job procedures support efficiency, and that people have the skills and knowledge they require. You and the client determine what problem it is you are trying to solve and measure the outcomes or results of an intervention and assess whether performance has improved as a result of it. Sometimes it is necessary to challenge the assumed answer to a problem or the expected event or activity of an intervention, and to focus instead on the accomplishment or business need that is the client's true priority.

Focused on Results
1. The candidate determined the outcome or expected result of assignments. He or she may have:
– Helped you or clients specify the desired results, what was expected to change, or what benefit was expected as a result of the effort or assignment.
– Helped you or clients come to agreement on the expected outcome.
– Guided or facilitated you or clients in focusing on accomplishments in deference to activities or events.
2. The candidate determined (or helped determine) what would be measured or accepted as evidence that the business need was met. He or she may have:
– Determined what information would be collected, and how it would be collected to measure accomplishment of the desired outcome.
– Established goals and performance measures with staff and key clients.
3. The candidate explained the importance of focusing on accomplishments. He or she may have:
– Communicated the value of focusing on an expected outcome to team members and other stakeholders.

Candidate: Describe your work in meeting this Standard by answering the following questions.

1. What is the name of the project?

2. What was the expected result of the assignment?

3. What business outcome was the result intended to improve?

4. What was to be measured or used as evidence that the need was met after completing the assignment?

2. Take a Systemic View

Taking a systemic view is vital, because organizations are very complex systems that affect the performance of the individuals that work within them. It is important to distinguish a systemic approach from a process model. A process contains inputs and outputs and has feedback loops. A systemic approach implies an interconnected complex of functionally related components. The effectiveness of each unit depends on how it fits into the whole, and the effectiveness of the whole depends on the way each unit functions. A systemic approach considers the larger environment that affects processes and other work. The environment includes inputs, but, more importantly, it includes pressures, expectations, constraints, and consequences.

Looked at the situation systemically, as he or she considered the worker, the work, the workplace, and the work environment
1. The candidate identified or considered the current work, workplace, or market environment in terms of how it impacts organizational and group performance.
2. The candidate identified any lack of alignment between or among: – Goals and objectives   - Performance measures   – Rewards and incentives   - Job/work/or process   – Available systems, tools, and equipment   - Expectations and capacity
3. The candidate identified barriers and leverage points, both in the workplace and surrounding the project. He or she may have identified: – Issues affecting the larger environment   - Pressures   – Expectations   - Constraints   – Consequences
4. The candidate drove conversations around the barriers and leverage points identified. He or she may have: – Discussed the constraints or pressures related to the project or workplace.   – Discussed related initiatives within the workplace that support the goals of the proposed solution.   – Explained the benefits of taking a systems approach in a design document or conversation.   – Pointed out the importance of looking at the larger picture surrounding the project or performance issue.

Candidate: Describe your work in meeting this Standard by answering the following statements and questions.

1. What is the name of the project?

2.Briefly describe the factors in the work, workplace, and/or cultural environment that had a significant impact on individual, group, or organizational performance.

3. Briefly describe the alignment, or lack thereof, of any elements that affected performance.

4.What barriers existed?

5. What factors could be leveraged?

3. Add Value

Did you **add value** in the way you worked with the client and your suggested intervention? This is an assessment your client will be asked to make. You can set the stage for this by offering your clients a process that will help them fully understand the implications of their choices, set appropriate measures, identify barriers and trade-offs, and take control.

Added Value
1. The candidate weighed alternative solutions by comparing them in terms of: – Cost to design, implement, and maintain. – Probability of acceptance and adoption by the target audience. – Ability and constraints of the organization to support it (systems, rewards, continued sponsorship, etc.). – Impact on employees, customers/consumers, or the community. – Risk associated with success and failure.
2. The candidate acted in ways that added value. He or she may have: – Challenged assumptions – Guided the process – Coached – Helped set priorities – Modeled appropriate collaboration

Candidate: Describe your work in meeting this Standard by answering the following questions.

1. What is the name of the project?

2. What actions were considered and compared for solving the problem, accomplishing the client's goal, or achieving the desired result?

3. What risks and trade-offs were considered when selecting the recommended solution or course of action?

4. What criteria were used to judge the worth of the selected solution or course of action?

5. What was the value in resolving the problem to the organization?

4. Work in Partnership With Clients and Other Specialists

Work in partnership with clients and other specialists—that is, collaboratively. This means that you incorporate the appropriate stakeholders, experts, and specialists as past of a team, involving them as necessary. Working collaboratively means that decisions about goals, next steps to take in the process, and implementation are all shared responsibilities. Partnerships are created from listening closely to your client and trusting and respecting each other's knowledge and expertise, so you both can make the best choices about accomplishments, priorities, and solutions.

Partnered or collaborated with others
1. The candidate collaborated with stakeholders, experts, and specialists, making use of their knowledge, capabilities, and influence. He or she may have: – Collaborated with the client to identify stakeholders and determine if other content expertise was required. – Solicited other content expertise as needed. – Incorporated stakeholders, experts, and specialists as part of the team, involving them as required. – Established collaborative relationships. – Leveraged the expertise and influence of others to the benefit of the client.
2. The candidate made sure expectations, working relationships, roles, responsibilities, needs, and potential issues were identified and resolved. He or she may have: – Pointed out the benefits of collaboration and partnering. – Worked collaboratively and in partnership with you/your clients. – Anticipated issues, needs, challenges, and culture because of a good understanding of the client's needs. – Anticipated resistance and responded accordingly. – Surfaced misunderstandings to reconcile them.

Candidate: Describe your work in meeting this Standard by answering the following questions.

1. What is the name of the project?

2. With whom did you collaborate during this assignment and what were their roles?

3. How did you use their knowledge, capabilities, and influence?

4. How did you demonstrate initiative in collaborating with others?

Work Description

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Client or Supervisor: Review the description of each Standard and the description of the work performed. If you agree that the candidate has satisfactorily done the work as described, sign the Attestation Form and return it to the candidate.

5. Be Systematic—Needs or Opportunity Analysis
Analysis occurs in the beginning of the project. **Needs or opportunity analysis** is about examining the current situation at any level(s) (society, organizational, process, or work group) to identify the external and internal pressures affecting it. This process will determine the deficiencies or performance gaps that are to be remedied. The output is a statement describing the current state, the projected future state, and the rationale or business case for action or non-action.

Was Systematic **Conducted a Needs Analysis**
1. The candidate examined the current situation at the appropriate level(s) (societal, organizational, process, or work group). As appropriate to the situation, he or she may have: − Identified the intent of the assessment. − Described the plan for assessment. − Explained the rationale for selecting the tools or documents used to capture and evaluate the data. − Created a plan that was appropriate for the situation.
2. The candidate conducted the assessment. He or she may have: − Identified the external and internal pressures affecting the situation. − Included the voice of the major stakeholders.
3. The candidate applied an appropriate analysis methodology. He or she may have: − Used observation, interviews, surveys, documents, or work products, focus groups, etc. − Piloted questions or surveys.
4. The candidate used a data sampling method appropriate to the situation with a format that followed recommended practice. The data sampling methods followed accepted practices. He or she may have: − Used random samples of sufficient size to generalize results. − Listed the size of the strata, the size of the sample, and the size of the sample by strata. − Listed the criteria for being selected for a representative sample.
5. The candidate alone or with others analyzed the data, interpreted the results, and drew conclusions on what to do next. He or she may have: − Determined the business case for action or non-action. − Made recommendations.

− Documented the findings so they could be used as guides for future work and provided information for later evaluation.
6. The candidate documented the method of analysis, the format of the observation, and the tools and instruments, as appropriate to the situation, so they could be improved on and used in the future.

Candidate: Describe your work in meeting this Standard by answering the following statements and questions.

1. What is the name of the project?

2. At what level was the assessment? Individual, work group, process, workplace, organization-wide, or societal? Why?

3. What did the assessment uncover as the performance gap or unmet opportunity?

4. Briefly describe the plan for conducting the assessment.

5. What data sampling and collection methods did you use? Why were these methods used?

6. How were the data analyzed? What did the data show?

7. Based on the analysis of the data, what were your and the client's conclusions?

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6. Be Systematic—Cause or Job Task Analysis
Cause analysis is about determining why a gap in performance or expectations exists. Some causes are obvious, such as new hires lack the required skills to do the expected task. This step in the systematic process will determine what should be addressed to improve performance. The output is a statement of why performance is not happening or will not happen without some intervention. **Job task analysis** includes the identification of the important tasks that employees must perform and the knowledge, skills, and abilities to perform them. The output is performance objectives that describe the desired performance, delineate the conditions under which the performance is done, and identify the criteria for successful performance.

Was Systematic Conducted a Cause Analysis
1. The candidate determined whether the results from the needs analysis warranted a cause or job task analysis.
2. The candidate offered one or more hypotheses or reasons as to why a gap exists.
3. The candidate determined the cause of the gap and the applicable requirements of the job or task.
4. The candidate conducted the analysis. He or she may have: − Used observation, interviews, surveys, documents or work products, focus groups, etc. − Developed the tools and instruments for the analysis.
5. The candidate alone or with others analyzed the data, interpreted the results, and drew conclusions on what to do next.
6. Based on the results of the analysis, the candidate determined the cause(s) of the gap and made discriminations between factors such as: − Lack of skills or knowledge   - Environmental deficiencies − Design of work or work processes   - Inappropriate rewards, etc. − Conflicting objectives   - Inadequate tools, materials, etc. − Other
7. The candidate alone or with others determined the requirements of the job or task.

Candidate: Describe your work in meeting this Standard by answering the following statements and questions.

1. What is the name of the project?

2. Describe how you did the analysis.

3. What data collection methods did you use? Why?

4. How were the data analyzed? Why?

5. What was determined to be the cause of the gap?

6. What were your recommendations, based on the results of the cause analysis?

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Work Description

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7. Be Systematic—Design
Design is about identifying the key attributes of a solution. The output is a document to guide subsequent activities that describe the features, attributes, elements of a solution, and the resources required to actualize and measure the change.

Was Systematic Designed the Solution
1. The candidate specified the solution. He or she may have: – Decided on one or more solutions including (process redesign, training, change/benefit, etc.). – The candidate specified the requirements of the solution.
2. The candidate identified all elements of the solution. He or she may have: – Defined the desired performance in measurable terms. – Identified the objectives of the solution. – Designed instructionally sound prototypes of any materials and style guides to enhance the likelihood of attaining the intended outcomes. – Identified the resources and plan required to implement the solution, including methods for delivering or deploying, methods for evaluation, etc. – Explained the client's investment in time and resources to develop and implement the solution. – Included the target audience and/or stakeholders in assessing the feasibility of the solution.

3. The candidate created a sufficiently detailed plan for accomplishing the solution that included strategy and tactics. He or she may have:
– Agreed upon role and responsibilities for stakeholders, high performers, and subject-matter experts.
– Specified timelines and milestones.
– Identified how the solution would be produced and or implemented.
– Explained the rationale for the proposed methods such as evaluation and the strategy and tactics.
– Included the required:
  • Equipment, materials, space, and tools required for the work.
  • Terms, concepts, rules, principles, and procedures people must know and be able to apply.
  • Feedback and incentives people must have.
  • Communication and information systems required for performance.

Candidate: Describe your work in meeting this Standard by answering the following statements and questions.

1. What is the name of the project?

2. Based on the results of the either or both the needs analysis and cause analysis, what did you and the client decide was the solution(s)? If you are sending this to a supervisor or client who attested to Standard 6 for the same project, describe the results of your analysis.

3. Briefly describe the elements that made up the solution.

4. How were the elements to come about (created, modified, purchased, etc.)?

5. Explain how the design was used to guide development, implementation, and evaluation.

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8. Be Systematic—Development
Development is about the creation of some or all of the elements of the solution. It can be done by an individual or by a team. The output is a product, process, system, or technology. Examples include training, performance support tools, a new or re-engineered process, the redesign of a workspace, or a change in compensation or benefits.

Was Systematic
Helped in the Development of the Solution or Its Elements
1. The candidate assured that the chosen solution was developed according to design specifications. He or she may have: – Assisted in the development of electronic support systems, such as help screens or help desks.   – Assisted in the development of training or training materials.   – Participated in the development of a job, task, or process redesign.   – Participated in the development of a feedback system, reward and recognition system, communication system, or information system.   – Participated in the development of a change strategy.   – Developed materials or methods to improve team processes, job procedures, work practices, or individual or group decision-making.
2. The candidate conducted formative, pilot, and user evaluations of all of the elements of the chosen solution/product to determine if it performed as expected and accomplished the desired goal(s). He or she may have: – Engaged high performers or experts in the review of all materials or in the creation of a new process or system.   – Done a formative evaluation of all elements of the solution.   – Designed/conducted pilots or user tests to determine: readability, functionality, usability, etc.   – Compared formative, pilot, and user test results against design standards.   – Determined if the physical elements of the solution: support the objective(s), are usable to the target audience, can be administered in the way intended, and can be maintained over time.   – Assured that what was learned was used to improve the solution.

Candidate: Describe your work in meeting this Standard by answering the following statements and questions.

1. What is the name of the project?

2. Describe your involvement in the development of the solutions.

3. What formative evaluation was done on the elements of the solution and on what basis were those elements selected?

4. How were the results from the formative evaluation or a pilot test used?

5. Explain what was done to assure the product (developed, modified, or purchased) matched the design specifications?

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9. Be Systematic—Implementation
Implementation is about deploying the solution and managing the change required to sustain it. The outputs are changes in or adoption of the behaviors that are believed to produce the anticipated results or benefits. This Standard is about helping clients adopt new behaviors or use new or different tools.

Was Systematic **Helped in the Implementation of the Solution**
1. The candidate designed a change strategy that may have included: − How the effort (the message) will be communicated and to whom. − What implementation materials and messages will be required and how they will be produced. − A schedule of the rollout, including milestones, timelines, etc. − How the new behaviors and other evidence of adoption will be recognized and rewarded. − What to do in case of resistance. − Roles and responsibilities of management, the target audience, and other vested parties.
2. The candidate may have developed tools and procedures to help those involved in the implementation including: − Train the trainer sessions − Job-aids − FAQs
3. During implementation, the candidate asked for feedback related to the utility, relevance, and ease of use of the solution and used the information obtained. The results may have been: − Used as a guide for future work and evaluation. − Used to identify what worked and incorporate it back into the solution. − Shared among key players to improve the solution and ongoing rollout.

Candidate: Describe your work in meeting this Standard by answering the following statements and questions.

1. What is the name of the project?

2. How was the solution communicated and to whom? Why?

3. List the key elements in the implementation strategy with a brief (a sentence or two) explanation of the rationale behind each.

4. What strategies were chosen to win acceptance of and reward adoption of the new behaviors?

5. What materials were created to support the implementation of the solution?

6. What measures were established to track the implementation?

7. How was feedback collected during implementation, and how was it used?

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10. Be Systematic—Evaluation

Evaluation is about measuring the efficiency and effectiveness of what was done, how it was done, and the degree to which the solution produced the desired results so that the cost incurred and the benefits gained can be compared. This Standard is about identifying and acting on opportunities throughout the systematic process to identify measures and capture data that helps to identify needs, adoption, and results.

Was Systematic **Helped in the Evaluation of the Solution**
1. The candidate measured the results of the solution OR helped evaluate the impact of the solution. He or she may have: – Reported the results of the evaluation effort. – Determined ways evaluation can be improved in the future.
2. The candidate developed an evaluation strategy or plan that included: – The goal of the evaluation. – The metrics to be used to judge success or effectiveness of the solution. – How data should be gathered. – What other data should be leveraged. – If other expertise was required.
3. The candidate identified or developed the tools, instruments, and guidelines used to collect and interpret the data.

Candidate: Describe your work in meeting this Standard by answering the following statements and questions.

1. What is the name of the project?

2. What was the goal or intent of the solution?

3. Describe how the solution was evaluated after it was implemented?

4. What metrics or measures were used to judge success or effectiveness?

5. How were data collected to determine if the solution was effective?

6. Who administered or supported the evaluation effort, and why were they involved?

7. What change in performance were you able to measure as a result of the solution?

8. Did those changes satisfy the goal of the solution?

9. Briefly summarize the findings of the evaluation.